

How to Write Measurable Goals and Objectives

Indiana Department of Education

This guidance is intended to assist you in writing measurable objectives for your Safe and Drug-Free Schools and Communities (SDFSC) application. Setting measurable goals and objectives, with the assistance of a local or regional advisory council, is one of the Principles of Effectiveness the United States Department of Education requires Title IV recipients to use.

Measurable objectives state:

- ◆ **Who is involved**
The people whose behaviors, knowledge, and/or skills are to be changed as a result of the program.
- ◆ **What are the desired outcomes**
The intended behavior, knowledge, and/or skill changes that should result from the program or activities.
- ◆ **How progress is measured**
What tool or device (surveys, tests, data from school, police, health department, or other sources) will be used to measure the expected changes. **Remember you need to ensure that the school district has the resources/capacity (time, staff, funding, etc.) to perform the measurement.**
- ◆ **Proficiency level**
Identify the criteria for success.
- ◆ **When will the outcome occur**
Identify the time frame for success

Example: By December 2003, tobacco use will decrease to zero (0) by all students in Grade 6 as reported on a prevalence survey.

Who: all students in Grade 6

How measured: as reported on a prevalence survey

What: Decrease tobacco use

Proficiency level: to zero (0)

When: By December 2003

Measurable objectives can relate to the:

Student

What is the **outcome**?

- Change in achievement
- Change in behavior
- Change in attitude

How is it **measured**?

- Assessment
- Incidence of behavior
- Student log
- Survey

Teacher or Staff

What is the **outcome** of professional development?

- Pedagogy
- Knowledge
- Skill
- Attitude

How is it **measured**?

- Observation
- Teacher plans or some other document
- Logs
- Assessment
- Student surveys

Program Implementation

What is the **outcome**?

- Enrollment
- Number of classes offered
- Student/teacher ratio
- Course offerings
- More students enrolled in 2nd and 3rd year of sequential course offerings

How is it **measured**?

- Number of incidences
- Changes in programs

Parents or the Community - These objectives could also be reflected in student objectives

What is the **outcome**?

- Change in behavior
- Change in attitude
- Increased achievement

How is it **measured**?

- Survey
- Assessment
- Incidences (i.e. increase in attendance or participation)

Possible sources of local data:

- Health Department
- Hospital
- School Data
- Minority/Rural Coalition
- Universities
- United Way
- Juvenile Justice Task Force
- Police Department
- Voluntary Organizations

Objectives Worksheet

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Directions: Write your goal, then for each objective in the space provided write who is involved; what the desired outcomes are; how progress will be measured; when the outcome will occur and the proficiency level. Next put the pieces together into a sentence. Finally, use the checklist to ensure that the objectives contain all necessary components. Use a new worksheet for each goal.

Goal: _____

Objective 1:

Who: _____ What: _____

How: _____ When: _____

Proficiency level: _____

Written objective: _____

Objective 2:

Who: _____ What: _____

How: _____ When: _____

Proficiency level: _____

Written objective: _____

Objective 3:

Who: _____

What: _____

How: _____

When: _____

Proficiency level: _____

Written objective: _____

Objectives Checklist

- ☐ Objectives contain all elements
 - ☐ Who
 - ☐ What
 - ☐ How
 - ☐ When
 - ☐ Proficiency Level
- ☐ Redundancy has been eliminated.
- ☐ Objectives relate to needs assessment findings
- ☐ Objectives can really be measured.
 - ☐ Capacity to perform measurement?
 - ☐ Instrument or data source has been identified.
- ☐ Shows how assessment:
 - assesses what each component does
 - assess outcome
 - should not have separate assessment unless you expect different outcomes of different groups (i.e. all students vs. students receiving specific supplemental services)